P E R F O R M I N G A R T S

PERFORMING ARTS | 12

TELEVISION CRAFTS | 22A, 22B, 22C

32A, 32B, 32C

Interim Edition

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Department of Education

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A C K N O W L E D G M E N T S

The Department of Education acknowledges with appreciation the contribution of the following teachers in the preparation of this guide.

PERFORMING ARTS

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NOTE: This Curriculum Guide is a service publication only. The Senior High School Program of Studies contains the official statement concerning Industrial Education Programs. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

TABLE OF CONTENTS

I. INDUSTRIAL EDUCATION

Industrial Education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in Industrial Arts and Vocational Education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process, the courses develop the student's knowledge of himself, his talents and his skills.

The Industrial Education course "guides" provide the teacher with an outline of the topics, generalizations and concepts selected as most relevant for the physical and mental development of the students and the logical development of the subject area in accordance with the resources of the school in both teaching personnel and facilities.

The Guide leaves much scope for the teacher to develop content related to the topics, especially in writing behavioral objectives describing specific changes in student behavior anticipated from the learning tasks.

It is expected that each school district will develop a program of Industrial Education appropriate to the fulfilment of the needs of its student clientele.

II. OBJECTIVES

A. Industrial Education Objectives

The general objectives of Industrial Education complement the aims and objectives of the secondary school. The objectives of Industrial Education are to:

1. Develop basic competencies both academically and in work skills in order to enter either a job or a post-high school institution for further education.

2. Provide courses that serve as a vehicle in helping students relate their academic knowledge to vocational competencies.

3. Provide the curriculum content for students to develop fundamental tool and procedural skills which prepare them to enter a family of occupations.

4. Provide the environment whereby students may develop sound attitudes and habits of work.

B. Performing Arts Career Field Objectives

The Performing Arts Career Field should:

1. Provide professional training for students with a vocational or strong avocational interest in the theatre arts and/or broadcasting crafts as a base for employment or further study.

2. Develop in the student a sense of theatre and broadcasting ethics, obligations, responsibilities, and discipline.

3. Foster a professional and creative attitude to theatre and broadcasting activities.

C. Major Area of Study Objectives

The specific objectives of the major area of study such as Performing Arts, must be developed by the teacher in harmony with the stated objectives of the Career Field, the Industrial Education program and the Secondary School goals.

III. EVALUATION

Evaluation of student growth should be based on stated behavioral changes and specific criteria understood by the students. Allowance should be made for both self and teacher evaluation and in some cases peer evaluation. Evaluation should further be based on the three domains of learning as defined by an Alberta committee of Industrial Education teachers. Their categories are as follows:

a. Verbal and Written Communication
b. Personal Growth
c. Manipulative Skills

IV. ORGANIZATION

A. Guide Organization

The course Guides are developed on the following pattern:

1. Topic: Each course is subdivided into a number of topics.

2. Generalization: The main generalization or "big" idea that students should learn follows each topic.

3. Concepts: The concepts divide the topic into the teaching components. They give more direction on specific areas that should be studied.

4. Behavioral Objectives: These describe specific changes in student behavior objectives. It is the responsibility of the teacher to develop as many behavioral objectives as he can teach in the time available.

5. Suggested Activities: A few suggestions are made as to the types of activities that could be used to achieve the behavioral objectives.

6. Resource Materials: This column suggests where materials may be obtained.

B. Program Organization

1. Program Description

The Performing Arts and Television Crafts modules offer students an opportunity to follow one of three routes: Performance, Stage Technology, or Radio/Television Operations. These routes are outlined under the next section: "Program Major Organization". Students will learn the basics of a broad range of activities in their chosen route and have the opportunity to pursue their particular interests in depth. In the process, they will learn about the various jobs, opportunities, and practices in the theatre and broadcasting fields.

2. Program Major Organization

The major consists of seven five-credit modules. Entry into the major is through Drama 10 or Performing Arts 12. Following the grade ten level, students may choose any one of three routes as outlined below:

a. Performance: P.A. 22A, 22B, 22C, 32A, 32B, 32C

b. Stage Technology: T.V.C. 22A, 22B, 22C, P.A. 32A, 32B, 32C and one or both of Drafting and Fashion & Fabrics. (One of these may be substituted for T.V.C. 22C.)

c. Radio/Television Operations: T.V.C. 22A, 22B, 22C, 32A, 32B, 32C

N.B. It must be emphasized that these modules are intended to be cyclical in nature and are not necessarily to be taught sequentially or completely separately. As will be noted on the chart, page 5, any of the modules connected directly by line to the grade ten course may be entered directly.

The 32C module in both the Performing Arts and Television Crafts courses is open to the choice of the individual student to:

a. Provide greater depth to a module already taken

or

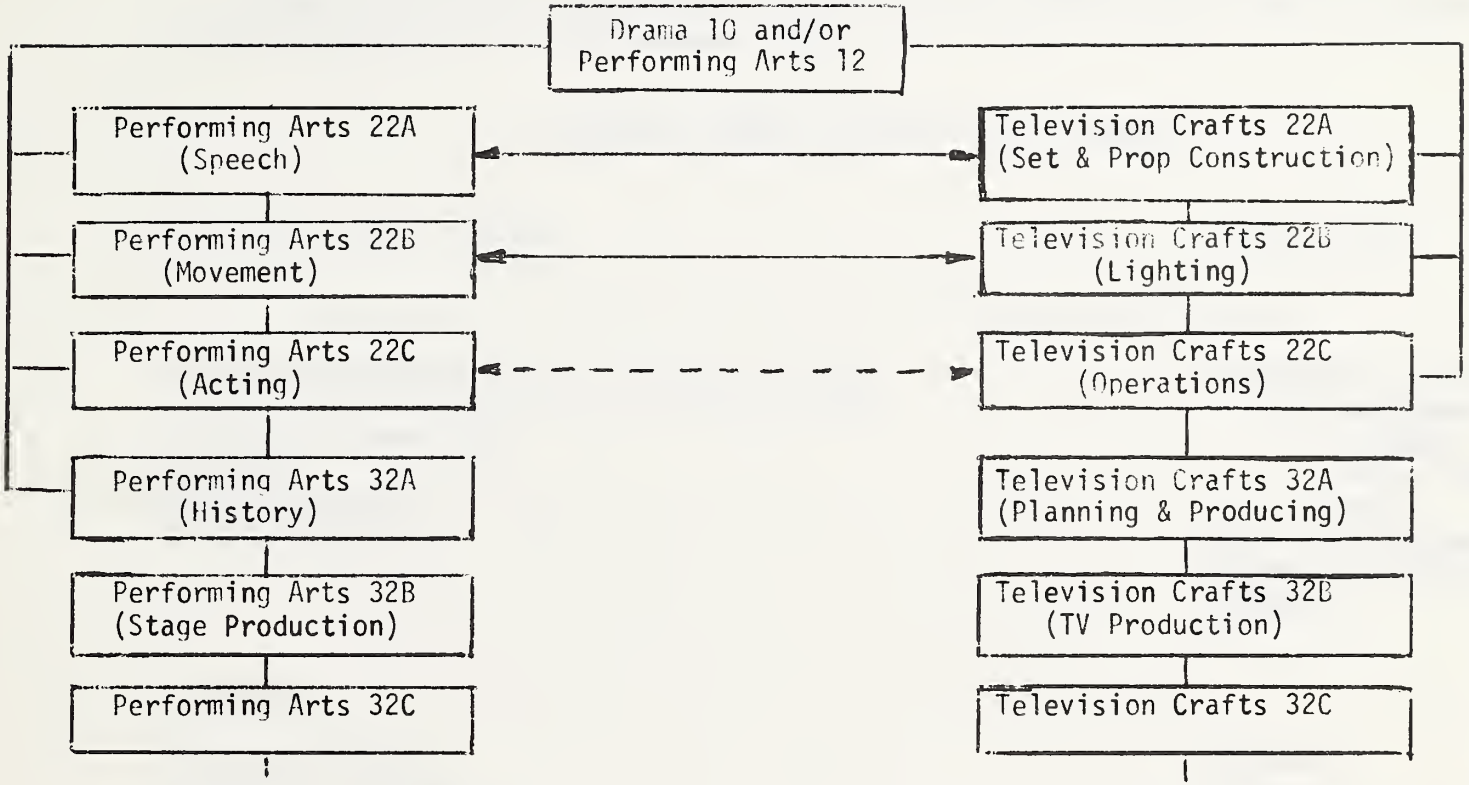
b. Undertake a project in the field under the direct supervision of the instructor.

In addition to the modules set out in the major, the student may select modules designated as minors. These are normally the first level or introductory course of the area, e.g. Drafting would be Drafting 12. Students may find some of the courses in the listed related fields beneficial to their career program development. They are encouraged to take them even though these related courses are not supported by special grants.

Some students may take only a few modules in a major area as a supplement to their academic program or they may broaden their selection to other career fields. The scope of the Industrial Education Program allows the flexibility necessary for the program to be tailored to meet the interests and needs of the individual class or student.

CAREER FIELD

PERFORMING ARTS



Minors

Drafting
Fashion and Fabrics
Television Crafts
Electricity
Commercial Art
Building Construction

Minors

Electronics
Electricity
Building Construction
Drafting
Welding
Commercial Art

Related

Music
Art
Arts and Crafts
Typing
General Technology

CAREER OPPORTUNITIES

Television Crafts is a program designed to give students proficiency in a number of television and radio occupations, thereby enabling direct entry into employment or a sound foundation for more advanced study.

Television Crafts 12/22/32 (35 Credits)

Post High School Studies	Career Entry
<u>Technical College (N.A.I.T., S.A.I.T., other)</u>	Television Technical Operator e.g. Cameraman Switcher Audio Operator etc.
Television Technician Announcer Radio Technician Cinema Technician	Television Production Assistant Graphics and Designer Staging
<u>University</u>	
Bachelor of Arts Bachelor of Science Electronic Engineering Education	Engineer Producer Technical Director Teacher

VI. PERFORMING ARTS

1. Performing Arts 12

INTRODUCTION

The general objective of this course is to offer the student a sampling of the type of work to be found in the technical aspects of stage and television, and thus, give the student the knowledge necessary to make an informed decision about further studies.

The Performing Arts 12 course is a 5-credit course.

REFERENCES

The following list of references is applicable to both programs; Performing Arts and Television Crafts.

NOTE: Asterisk indicates primary reference.

ACTING

* Blunt, Jerry. *The Composite Art of Acting.* The Macmillan Company, New York, 1966.

Dow, Marguerite R. *The Magic Mask.* The Macmillan Company, Toronto, 1966.

Schreck, Everett M. *Principles and Styles of Acting.* Addison-Wesley, Don Mills, Ontario, 1970.

Spolin, Viola. *Improvisation for the Theatre.* Northwestern University Press, Evanston, Ill., 1963.

DIRECTING

* Dean, Alexander & L. Carra. *Fundamentals of Play Directing.* (Revised) Holt, Rinehart & Winston, New York, 1965.

Dietrich, John. *Play Direction.* Prentice-Hall, Inc., Englewood Cliffs, N.J., 1960.

Welker, David. *Theatrical Direction - The Basic Techniques.* Allyn & Bacon, Boston, 1971.

DESIGN

* Gillette, A.S. *An Introduction to Scenic Design.* Harper & Row, New York, 1967.

Philippi, Herbert. *Stagecraft and Scenic Design.* Houghton Mifflin, Boston, 1953.

MAKEUP

* Buchman, Herman. *Stage Makeup.* Watson-Guptil, New York, 1972.

Corson, Richard. *Stage Makeup.* Appleton-Century-Crofts, New York, 1967.

Perrotte, Phillipe. *Practical Stage Makeup.* Reinhold Book Corporation, New York, 1967.

SPEECH

* Lee, Charlotte, I. *Oral Interpretation.* (4th Edition). Houghton Mifflin, Boston, 1971.

Also a good phonetic dictionary of the teacher's choice.

HISTORY

* Brockett, Oscar G. *The Theatre - An Introduction* . (2nd Edition). Holt, Rinehart & Winston, New York, 1969.

STAGE PRODUCTION

* Gruver, Bert. *The Stage Managers Handbook.* Drama Book Specialists, New York, 1972.

Nelms, Henning. *Play Production.* Barnes & Noble (College Outline Series), New York, 1958.

STAGECRAFT

* Burris-Meyer, Harold & Edward C. Cole. *Scenery for the Theatre.* Little, Brown & Co., Toronto, 1971.

Gillette, A. S. *Stage Scenery - Its Construction & Rigging.* Harper & Row, New York, 1959.

Parker, Oren. *Sceno-Graphic Techniques.* Carnegie-Melon University, Pittsburg, 1969.

Parker, Oren & Harvey Smith. *Scene Design & Stage Lighting.* Holt, Rinehart & Winston, Toronto, 1963.

Selden, Samuel & Hunton Sellman. *Stage Scenery and Lighting.* Appleton-Century-Crofts, New York, 1959.

TELEVISION

Millerson, Gerald. *The Techniques of Television Production.* Communication Arts Books, Hastings House, New York, 1968.

Stasheff, Edward & Rudy Bretz. *The Television Program - Its Direction and Production.* Hill & Wang, New York, 1968.

Willis, Edgar E. *Writing Television and Radio Programs*. Holt, Rinehart & Winston, New York, 1967.

* Zettl, Herbert. *Television Production Handbook*. Wadsworth Publishing, Belmont, Calif., 1970.

Topic I: CAREER FIELD STUDY

Major: Performing Arts

Generalization A: There are many occupations and activities within and related to the career fields of stage technology and television.

Course: Performing Arts 12

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Career Field Occupations		The student will: a. make a list of the wide variety of crafts and activities in theatre and television. b. discuss the training required for entry into these occupations. c. list the courses available in the secondary school in this career field. d. list the employment opportunities in the career field. c. discuss the kinds of unions in this field and their influence on working conditions.	Lecture Discussion Field Trips Audio-visual Materials	

Notes:

Topic II: TOOL PROCESSES

Generalization B: Through the proper use of tools the work of the technician is accomplished.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Drafting		The student will:		
		a. learn the use and care of the basic drafting instruments.	Lecture Demonstration	
		b. execute simple scale drawings: e.g. basic light plot, basic electrical schematic drawing.	Project	
2. Hand Tools		a. the use and care of basic carpenter's hand tools.		
		b. use these tools in simple projects.		
3. Power Tools		a. learn the use, care, and safety precautions of the stage shop power tools.		

Notes:

Topic III: STAGING PROCEDURES

Generalization C: Stage settings are constructed in accordance with basic established patterns.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. The Flat		The student will: a. execute a scale drawing of a standard flat. b. build a flat.		
2. Steps and Platforms.		a. build a framed, three-dimensional structure.		
3. Draperies		a. learn the proper procedures for rigging drapes: folding, knots, weighting, etc.		

Notes:

Topic IV: TELEVISION PROCEDURES

Generalization D: Television production involves the skills of a number of different participants.

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Control Room Procedures		The student will: a. operate control room equipment: - switcher - audio panel - remote control camera - video tape recorder - tele-cine chain		
2. Studio Procedures		a. operate studio equipment according to correct procedures: - camera - graphics - floor management - microphones - lighting		
3. Production Procedures		a. become familiar with: - chain of command - calls - responsibilities - production format		

Notes:

VI. PERFORMING ARTS

2. Television Crafts 22A

(Set and Property Construction)

INTRODUCTION

The modules in Television Crafts 22A to 32B may be taken in any sequence. They may be taught in blocks of time larger than usual for a five credit course by combining modules.

REFERENCES

The references listed cover the entire program.

Career Field: Performing Arts

Topic I: SET AND PROPERTY CONSTRUCTION

Major: Television Crafts

Generalization A: Settings and Properties for Television and Stage involve careful planning and a knowledge of basic tools, materials and processes.

Course: Television Crafts 22A (Set & Property Const.)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Tools		The student will: a. use the full range of carpenter's hand tools. b. properly use carpentry power tools. c. practise safety precautions when using the above tools.	Lecture, demonstration, practice	
2. Types of Scenery		a. explain the use, function, and construction procedures of: - unframed, 2-dimensional scenery - framed, 2-dimensional scenery - 3-dimensional scenery - scenic systems - flying - wagon - revolve - free standing - other		

Notes:

Topic I: SET AND PROPERTY CONSTRUCTION (Continued)

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
3. Materials		The student will: a. explain the characteristics, properties, and uses of: - lumber - stage fabrics - metals - fiberglass - plastics - stage hardware		
4. Drafting		a. use drafting tools. b. read different types of drawings. c. explain the basic principals of two and three-dimensional design.		

Notes:

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3. Television Crafts 22B

(Lighting)

Topic I: LIGHTING

Major: Television Crafts

Generalization A: Lighting in Television and Stage involves certain principles, technical and artistic, specific equipment, and sophisticated control techniques.

Course: Television Crafts 22B (Lighting)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. The Elements of Lighting		The student will: a. learn the controlable properties of light - quantity - color - distribution b. learn the functions of theatrical lighting - selective visibility - revelations of form - illusion of nature - composition - emotional and psychological effects	Lecture Demonstration Reading assignments	
2. Lighting Instruments		a. explain the function and use of the following and perform the proper maintenance on: - spotlights - reflectors - lenses - mountings		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
		The student will: - lamps: incandescent & quartz - striplights - floodlights - special instruments - effects instruments - accessories b. use these instruments on the stage and in the television studio.		
3. Color		a. examine and explain - the properties of color. - color mixture - additive. - color mixture - subtractive. - reflection, transmission, and absorption. - color media. - the effect of colored light on make-up, costume & scenery.		
4. Lighting Control		a. explain the principles and use of:		

Notes:

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
		The student will: - basic electrical theory - resistance - Ohm's Law - power - permanent and flexible lighting control systems. - pre-set and multi-scene systems. - control structure - switches - fuses - breakers - dimmers		
5. Television Lighting Practice		a. explain theory and practice of: - base lighting - accent lighting - key lighting - back lighting		
6. Stage Lighting Practices		a. explain the theory and procedures of using: - light plots - lighted interior scenes		

Notes:

Topic LIGHTING (Continued)

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
7. Production Operations		The student will: - lighted exterior scenes - arena stage lighting a. practise the planning, hanging, focusing, and operational control of lighting for stage and television productions.		

Notes:

VI: PERFORMING ARTS

4. Television Crafts 22C

Career Field: Performing Arts

Topic I: STUDIO AND CONTROL ROOM OPERATIONS

Major: Television Crafts

Generalization A: Television production is a team effort involving the skills and coordination of a wide variety of operational jobs and skills.

Course: Television Crafts 22C (Studio Operations)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Basic Electronics		The student will: a. explain the basic electronic theory and principals of television.	Lecture Reading Assignments	
2. Cameras		a. describe the principals and operation of: - vidicon - plumbicon - image orthicon	Demonstration Studio Practice	
3. Lenses		a. describe the optical characteristics of various lenses. b. describe the performance characteristics of various lenses.	Lecture Demonstration	
4. Video Operation		a. explain the principals and practice of: - production switching - delegation switching & patching - video monitor alignment - tele-cine operation - mobile set-ups (industrial equipment)	Demonstration and Practice Field Trip	

Notes:

Topic I: STUDIO AND CONTROL ROOM OPERATIONS (Continued)

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
5. Audio		The student will: a. use correctly: - various types of microphones - various types of mounts; boom, desk, floor, etc. b. playback recorded sound. c. record sound. d. practise mixing techniques.	Demonstration Practice	
6. Special Effects		a. use the techniques of - mechanical effects - optical effects - electronic effects.	Demonstration Practice	
7. VTR Techniques		a. operate the available VTR's for: - recording - play-back - electronic editing	Demonstration Practice	

Notes:

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5. Television Crafts 32A

Career Field: Performing Arts

Topic I: THE PLANNING-PRODUCTION TEAM

Major: Television Crafts

Generalization A: Planning and preparing effective program material is basic to every good television production.

Course: Televison Crafts 32A (Planning-Producing)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Writing the Television Show		The student will: a. demonstrate the accepted television script format. b. list the types of television shows - unscripted - outline format - complete script. c. practice in: - commercial writing - planning an unscripted show - planning an "outline" show.	Demonstration	
2. Producing		a. practice the proper control room operations, procedures, calls, etc. b. produce both a scripted and unscripted show.	Demonstration Practice	

Notes:

Topic I: THE PLANNING-PRODUCING TEAM (Continued)

Generalization

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resource
3. Production Assisting		The student will: a. practice the duties and operations of the Production Assistant jobs: - floor manager - script assistant.		

Notes:

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6. Television Crafts 32B

(Television Production)

Career Field: Performing Arts

Topic I: TELEVISION PRODUCTION

Major: Television Crafts

Generalization A: Television production is a team-oriented activity which can only be fully understood by participating on a production team.

Course: Television Crafts 32B (Television Production)

Concept and Sub-Concepts	Approx. Time	Behavioural Objectives	Activities or Jobs	Resources
1. Television Production		The student will: a. participate, in a wide variety of studio and control room jobs, in as many different types of televison shows as possible.		

Notes:

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7. Television Crafts 32C

TELEVISION CRAFTS 32C

The 32C module of Television Crafts gives an opportunity for the student to:

a. go into more depth of study in a topic previously studied in the course.

b. undertake a project in the field under the direct supervision of the teacher.